

Castleberry Independent School District
REACH High School
2024-2025 Campus Improvement Plan



Mission Statement

REACH High School provides a supportive, individualized learning experience focused on developing personal, educational, and professional skills for a successful future.

Vision

At REACH High School, we work as a team to graduate as scholars while providing real-world learning opportunities for future goals.

Responsibility **E**mployability **A**chievement **C**itizenship **H**armony

We believe:

- Students are our most precious resource.
- Schools are a vital part of the community.
- Family is a fundamental source of one's values.
- Quality education makes for productive citizens and strong communities.
- Family, school, and community support directly impact the quality of education.
- Every individual is important and deserves time, opportunity, and support.
- A clean, safe, and orderly environment is essential for learning.
- Excellence and sustained exceptional performance come from a commitment to a clear vision and shared values which encourage collaboration and teamwork.
- Community Partnerships are imperative to grow the whole child.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	12
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, and Instructional Pedagogy	21
Goal 2: Enhance Trust and Confidence in the District through Effective Communication	36
Goal 3: Implement Effective and Efficient Operations	42
Campus Funding Summary	48

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

REACH High School is a 9-12 at-risk, school-of-choice accelerated campus located in the Castleberry ISD. Our campus is located five miles west of downtown Fort Worth in a densely populated community covering an area of approximately 5.5 square miles. The district's geographic footprint includes the City of River Oaks (pop. 7,574), a large portion of Sansom Park (pop. 4,776), and a small portion of the City of Fort Worth. Castleberry ISD is bound on the west and the south by the Trinity River, on the east by Fort Worth, and on the north by Lake Worth.

The campus employs six staff members: one administrator, four teachers specializing in English, Math, Science, and Social Studies, and one secretary/registrar. Each member of the REACH Team is committed to providing a high-quality learning experience in an environment conducive to the students it serves, who range in age from 15 to 19.

The student body at REACH High School is classified as 100% at risk. Below is a snapshot illustrating the breakdown of our school population based on the 2022-23 school report card posted to the TEA website (2024-2025 Report Card not yet available):

- Enrollment by Race/Ethnicity
 - 91.7%: Hispanic
 - 2.8%: White
 - 5.6%: American Indian/Two or More Races
- Enrollment by Student Group
 - 86.1%: Economically Disadvantaged
 - 5.6%: Special Education
 - 22.2%: Emergent Bilingual/EL

Note: REACH High School operates on an open enrollment process for qualifying students. In addition, students are withdrawn over the school year as they complete the requirements for graduation—the above leads to changes in demographic breakdown throughout the school year.

Demographics Strengths

REACH High School strives to provide a rigorous and relevant education to our students. Our student/teacher ratio provides a small class environment where students receive personalized instruction and timely interventions. By embracing an individualized approach students are equipped to get caught up and are empowered to accelerate beyond their grade level. In addition, the close-knit environment helps foster a sense of relational trust as the REACH Team triangulates around our students by cultivating a rapport with our students and their families that is meaningful and aims to be long-lasting.

At REACH High School, we believe that:

- Students are our most precious resource;
- Schools are a vital part of the community;
- Family is a fundamental source of one's values;
- Quality education makes for productive citizens and strong communities;
- Family, school, and community support directly impact the quality of education;
- Every individual is important and deserves time, opportunity, and support;
- A clean, safe, and orderly environment is essential for learning;
- Excellence and sustained exceptional performance come from a commitment to a clear vision and shared values that encourage collaboration and teamwork; and
- Community partnerships are imperative to grow the whole child.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.5%. **Root Cause:** Economically Disadvantaged students feel pressured to prioritize work and economic gain over high school graduation. The immediate need for survival supersedes the long-term advantages of a high school diploma.

Problem Statement 2 (Prioritized): Although Hispanic students out-performed All Students by 5% and Economically Disadvantaged students by 8% at Masters for U.S. History, both Hispanic and Economically Disadvantaged students underperformed at Approaches and Meets by 2%. **Root Cause:** Instruction was strategically focused on students achieving Masters.

Problem Statement 3 (Prioritized): Lack of exposure to post-secondary learning institutions, colleges, universities, and trade schools despite encouraging students to explore opportunities after high school. Historically, events and/or trips related to post-graduation opportunities, have been minimal; i.e., less than 5 events annually over the past school year. **Root Cause:** Staff bandwidth to help explore, plan, and experience post-secondary school field trips.

Student Learning

Student Learning Summary

The preliminary A-F Accountability rating for 2023-2024 for REACH High School is 96% (A).

Below is a table with preliminary results for each content area for 2023-2024 A-F Accountability:

STAAR Assessment	Performance Levels					
	Approaches 2022-2023	Approaches 2023-2024	Meets 2022-2023	Meets 2023-2024	Masters 2022-2023	Masters 2023-2024
English I	50%	50%	38%	16.67%	0%	0%
English II	45%	56%	27%	36%	0%	0%
Algebra	66%	67%	33%	0%	0%	0%
Biology	86%	100%	29%	25%	0%	0%
U.S. History	89%	87%	56%	43%	28%	17%

The data included below is based on the 2022-2023 Texas Academic Performance Report (TAPR). The 2023-2024 TAPR is not available as of September 6, 2024.

Attendance Rate: 84.4%

4 Year Graduation Rate: 88%

5 Year Graduation Rate: 97.3

REACH High School has made notable strides in increasing the percentage of graduates classified as College, Career, or Military Ready (CCMR) over the past two years. In the 2021-2022 school year, 69.4% of our graduates met CCMR criteria, closely aligning with the state average of 70.0% and the district average of 74.3%. This significantly improved from the 42.9% CCMR rate in 2020-2021. The preliminary CCMR rate for 2023-2024 is 100%.

Student Learning Strengths

REACH High School has demonstrated significant strengths in several key areas. The school achieved remarkable improvements in College, Career or Military Readiness, increasing from 42.9% in 2020-2021 to 69.4% in 2021-2022, with a preliminary CCMR rate of 100% for 2023-2024. Biology performance is a highlighted, with 100% of students achieving "Approaches Grade Level or Above" in 2024. U.S. History is also a highlight, with 87% of students achieving "Approaches Grade Level or Above" in 2024.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score on STAAR EOC assessments in 2024. **Root Cause:** The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 2 (Prioritized): In 2023-2024, Biology EOC scores dropped 29% in Meets. **Root Cause:** The instructional approach remains laser-focused on students who require interventions to address gaps that will have them achieve at Meets based on the performance levels students have upon enrollment.

Problem Statement 3 (Prioritized): On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.

Problem Statement 4 (Prioritized): There was a drop in English II EOC scores comparing 2023 and 2024 results, 25% for Meets. **Root Cause:** Students have below grade-level reading proficiency resulting in students not testing at the Masters performance level.

Problem Statement 5 (Prioritized): In 2023-2024, Algebra I EOC scores decreased from 66% to 50% for Approaches and Meets from 33% to 0%. **Root Cause:** Based on the open enrollment process and urgency to re-teach content, instructional priorities were geared toward lower-performing students.

Problem Statement 6 (Prioritized): In 2023-2024, although there was an increase in U.S. History EOC scores from 89% to 91% for Approaches, students still fell short by 51% of meeting the district's goal of 60% at Meets. **Root Cause:** The cause of this problem is rooted in enrollment date into REACH High School and literacy proficiency of students at the start of their high school careers causing learners to struggle on questions that require higher-level of literacy and formulating short or extended constructed responses.

Problem Statement 7 (Prioritized): 96% of high school students did not score at or above the college level on SAT, ACT, or TSIA. **Root Cause:** Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.

School Processes & Programs

School Processes & Programs Summary

REACH High School provides students with self-paced, individualized, accelerated instruction, direct-teach classes, and computerized instruction. All students work diligently to earn credits to graduate on time. The curriculum studied at REACH High School follows state and district guidelines. A goal at REACH High School is for students to receive the necessary interventions to be prepared to pass state assessments and feel equipped to meet their post-secondary aspirations: continuing their education, entering the military, or joining the workforce. Computerized instruction is utilized for most credit classes, and each student is issued a netbook.

Staffing

REACH staff consists of eight employees: one administrator, one secretary, five teachers, and one paraprofessional. All staff are highly qualified and meet state standards or higher.

CISD retention efforts include providing competitive salaries and increasing teacher rewards and recognition. All new teachers to Castleberry ISD participate in strategic staff development, which meets teachers at their level of proficiency and experience and yields professional growth. New teachers participate in professional learning activities days before returning teachers report for duty.

In addition to summer professional learning opportunities, teachers have several professional learning days calendared over the school year to support their professional growth. At the campus level, REACH High School continuously engages teachers in Professional Learning Communities (PLCs). The thrust of PLCs is to strategize around hurdling unexpected challenges and assessing student growth while building the capacity of teachers. Specifically, PLCs will remain focused on grappling with four questions to address instructional matters:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn? and
- How will we extend the learning for students who are already proficient?

Site-Based Decision-Making Committee

The Site-Based Decision-Making Committee (SBDM) is composed of the campus administrator, teachers, parents, and district, business, and community representatives from all three cities (River Oaks, Sansom Park, and Fort Worth) in which Castleberry ISD serves. The SBDM is involved in decisions about budgeting, curriculum, staffing patterns, staff development, and campus organization.

Instruction

The primary goal of instruction is to effectively and efficiently respond to learning gaps with timely interventions. One lever in meeting such gaps is the district's response and implementation of accelerated learning plans as dictated by House Bill 1416, formerly House Bill 4545. The supports we implemented were increased tutoring/accelerated learning opportunities that targeted students' gaps.

Professional Learning Communities will continue to answer the four questions of learning: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Each PLC will focus on these questions and the interactions between students, teachers, and content to determine learning outcomes.

At REACH High School, ongoing progress monitoring will continue. The focal point will be assessing the results of Unit Assessments and Benchmarks calendared over the school year. In doing so, teachers will collaboratively strategize the following steps and adjustments to daily instructional practices to address learning gaps promptly. The TLI department will continue to support our campus during PLCs through direct one-on-one support with teachers and group support.

Technology

Each year, students, teachers, administrators, and parents at Castleberry ISD take the BrightBytes Survey—Modern Learning Survey to assess the district's current digital learning approaches and technologies available to students. The three pillars of the survey were:

- Instruction (Critical Thinking, Collaboration, Creativity, Tools);
- Social Emotional Learning (Self-Management, Self-Awareness, Emotional Knowledge, Social Awareness, Online Safety and Beliefs); and
- Skills (Digital Citizenship and Online Skills).

Highlights from the survey results are as follows:

- 100% of teacher-respondents Strongly Agree or Agree that *they are confident with managing students who use technology*;
- Both teachers and students regularly use various online skills, i.e., posting photos/videos, reading online, and writing online;
- Teacher-respondents need staff development geared toward Social Emotional Learning and Online Writing, and
- Direct instruction and training should be provided on protecting identity online and responding to virtual bullying.

School Processes & Programs Strengths

REACH High School embraces a highly individualized learning experience. This is evidenced in distinct components: Programming Strengths; Instructional and Curricular Strengths; Technological Strengths.

Programming Strengths

- We schedule students individually;
- We strategically provide support for all STAAR EOC Exams as a built-in component to the instructional day;
- Students experience personalized reading/literacy support via Sirius and exposure to Texas College Bridge;
- We maintain small class sizes to effectively address learning gaps with small group and/or one-on-one instruction;
- Students are offered the opportunity to take tailored credit recovery classes for required classes.

Instructional and Curricular Strengths

- We align district and campus improvement plan goals;
- We implement and monitor Professional Learning Communities;
- We ensure curricular alignment through ongoing communication with TLI and the home campuses;
- We remain in lockstep with the home campuses when administering benchmark/unit assessments;
- We offer meaningful professional learning sessions;
- We continue to look for ways to widen the offerings for REACH High School students, i.e., dual credit/dual enrollment opportunities; and
- We ensure our students have access to technology.

Technological Strengths

- At REACH High School and across the district, all students have 1-to-1 technology access;
- Teachers have sharpened their technological skills through strategic staff development so that students can experience a transformative and meaningful education that leverages technology preparing them for post graduation realities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance has dropped below the 95% budget threshold. **Root Cause:** Parents do not understand the importance of regular school attendance.

Problem Statement 2 (Prioritized): Teachers have reduced access to peers of the same subject or specialty to discuss content-specific instructional resources and approaches. **Root Cause:** There is only one teacher per subject matter at REACH High School.

Problem Statement 3 (Prioritized): Although there have been gains, students enrolled at REACH High School have limited access to a full menu of course options that support CCMR growth. **Root Cause:** Course offerings that support CCMR development have not been made accessible to REACH students because of scheduling, operational, and personnel challenges at REACH High School.

Problem Statement 4 (Prioritized): According to the BrightBytes survey, the professional learning topics teachers are most interested in learning more about are: 67% Social Emotional Learning; 67% on-line writing; 67% blogs/reviews/social media; and 67% online project collaboration. **Root Cause:** There have been limited training opportunities offered in these areas.

Problem Statement 5 (Prioritized): According to the recent BrightBytes survey, 75% of teachers only use virtual tools for learning, such as virtual field trips, every few months and 33% never use virtual tools for students' learning. **Root Cause:** Teachers have limited ongoing professional development to explore virtual tools available to them for instruction.

Problem Statement 6 (Prioritized): The most recent BrightBytes survey denotes that 26% of students never/every few months create digital products. **Root Cause:** Students are not directed to complete or experience online learning that requires high-order thinking or critical thinking skills.

Perceptions

Perceptions Summary

REACH High School has been established to provide a supportive environment for students to become successful in academics as well as in becoming productive, respectable community members. Expectations at REACH High School are high as it is a school of choice and has limited enrollment.

REACH High School strives to provide the finest education to our students. Through a highly tailored learning process, we provide a supportive, individualized learning experiences focused on developing personal, educational, and professional skills for a successful future.

Students enrolled in REACH High School are expected to assume responsibility by following five basic rules:

1. Students will show respect and consideration for their fellow students, the faculty, and the facility;
2. Students will make measurable academic improvement and progress at all times;
3. Students will bring their netbooks to school each day;
4. Students will attend school every day and be on time; and
5. Students will exhibit behavior consistent with the Campus and District Codes of Conduct including the Dress Code.

Surveys

Surveys are conducted throughout the year to assess school culture and climate. The data from surveys are utilized to assess positive aspects of culture which are reinforced, as well as negative and harmful aspects of culture which are addressed and changed.

Surveys include:

- Student Surveys throughout the school year;
- Staff Perception Surveys; and
- Parent and Community Surveys

The information garnered from these surveys is used to drive the decisions made in support of building and maintaining a positive school culture.

REACH High School relies on all stakeholders to support student success. Developing programs and activities supporting Parent and Family Engagement involves coordinating and planning jointly with the district, community, parents, and family

members. The campus' Family Engagement Committee annually evaluates the content and effectiveness of previous events and programs to identify participation barriers to parents who may be economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority group, to design events meaningful and beneficial to all.

REACH High School partners with local colleges, business leaders, and philanthropic businesses and organizations to improve student achievement and school performance by seeking input from all stakeholders.

Creating a Safe and Secure Culture

- For the safety of all students and staff members, the district's Police Department consists of five police officers and an investigative officer under the leadership of Chief Provencio. Each member of the police department is fully commissioned and has the same authority and jurisdiction as those in other law enforcement agencies. If incidents happen at school or during school-related activities, the officers may question students, issue tickets, and take students into custody. School principals are authorized to request the assistance of the Castleberry ISD Police Department in instances of trespassing on school grounds, damage to school property, loitering, disruptive activities, drug, alcohol, or weapons violations, and fighting or physical violence. The department also consists of a Safety and Security Coordinator who oversees door access, video surveillance installation and troubleshooting, and the fire alarm systems.
- Safety drills include fire, tornado, evacuation, school bus evacuation, lockdown, and shelter-in-place drills. Duress and lockdown buttons are tested each month to coincide with the drills to ensure all equipment is properly working.
- CISD supports the use of video cameras and vape detectors for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable by authorized designees only.
- The district is committed to the safety and security of students, faculty, staff, and visitors on all its campuses. In order to support that commitment, Castleberry ISD has equipped all campuses with an identification system to help protect the students and staff. Intercept is a web-based, turn-key visitor management system that provides background information with real-time national sex offender database checks.

Perceptions Strengths

Our Culture

The culture and climate at REACH High School is very welcoming. From the moment a student or visitor walks through the door, the individual is greeted in a pleasant and respectful manner. This cheerful disposition is carried over to our students who view REACH as a family.

At REACH, the staff embraces the district's expectation to:

- Cultivate an environment where students come first;
- Strive to make every single day a great learning experience for all students;
- Model high expectations for students, teachers, and staff;
- Work collaboratively with students, parents, and the community;
- Demonstrate professionalism, compassion, respect, and servant leadership; and
- Provide digital learning experiences.

In addition, REACH High School:

- is represented on the district Family Engagement Committee;
- hosts guest speakers to assist students and families with information regarding post-secondary career opportunities;
- invites guest speakers to provide students and families with information regarding resources in the community and beyond.

Safety and Security

- Participated in ongoing pop-up visits by the Interquest Detection Canine for Contraband Detection Team;
- Conducts all mandatory Safety Drills (Fire, Tornado, Lockdown, Shelter in Place, Nearby/Remote Evacuation, School Bus Evacuation Drill) throughout the year;
- Implement the Standard Response Protocol (SRP);
- Submitted Fire Exit Drills and Fire Prevention Forms to Texas Department of Insurance maintaining 100% compliant;
- An upgraded video surveillance system to Video Insight. This system allows users to view all camera footage via the web as well as phone and tablet device applications;
- Installation of vape detectors located in the bathrooms;
- Provided district-wide safety professional development that included: Standard Response Protocol, Stop the Bleed Program, Human Trafficking, Self-Care, and Crisis Management;
- Prepared and delivered "Go Kits" (Stop the Bleed Program) to every classroom.
- Provided district staff support and assisted campuses to provide student strategies to prevent and respond to acts of bullying;
- Incorporated digital drill evaluation forms for all campus administrators to ensure drill timeliness, accuracy, and consistency in accordance with the district's procedures;
- Implementation of a locked exterior door and all interior vestibules for all campuses. Funding through the CISD Capital Improvements Projects; and
- Incorporated ideas and suggestions of the External Safety Audit into the department's safety measures and procedures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Anemic turnout-less than 5% attendance-to events that families are encouraged to attend in support of their student; e.g., Credit Celebrations and District-Wide Events like Hispanic Heritage Month. **Root Cause:** Parents of our students are often hourly workers/daily laborers. They cannot afford to miss time during the work

day. In addition, there have been challenges related to language barriers.

Problem Statement 2 (Prioritized): According to the student survey, over a third of all students are having difficulty/extreme difficulty knowing ways to calm themselves down as well as knowing the emotions they are experiencing. **Root Cause:** Struggles of at-risk teens compounded with post-pandemic challenges have manifested greater gaps in social-emotional development.

Priority Problem Statements

Problem Statement 1: According to the recent BrightBytes survey, 75% of teachers only use virtual tools for learning, such as virtual field trips, every few months and 33% never use virtual tools for students' learning.

Root Cause 1: Teachers have limited ongoing professional development to explore virtual tools available to them for instruction.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.5%.

Root Cause 2: Economically Disadvantaged students feel pressured to prioritize work and economic gain over high school graduation. The immediate need for survival supersedes the long-term advantages of a high school diploma.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Although Hispanic students out-performed All Students by 5% and Economically Disadvantaged students by 8% at Masters for U.S. History, both Hispanic and Economically Disadvantaged students underperformed at Approaches and Meets by 2%.

Root Cause 3: Instruction was strategically focused on students achieving Masters.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The most recent BrightBytes survey denotes that 26% of students never/every few months create digital products.

Root Cause 4: Students are not directed to complete or experience online learning that requires high-order thinking or critical thinking skills.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: According to the BrightBytes survey, the professional learning topics teachers are most interested in learning more about are: 67% Social Emotional Learning; 67% on-line writing; 67% blogs/reviews/social media; and 67% online project collaboration.

Root Cause 5: There have been limited training opportunities offered in these areas.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: According to the student survey, over a third of all students are having difficulty/extreme difficulty knowing ways to calm themselves down as well as knowing the emotions they are experiencing.

Root Cause 6: Struggles of at-risk teens compounded with post-pandemic challenges have manifested greater gaps in social-emotional development.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Anemic turnout-less than 5% attendance-to events that families are encouraged to attend in support of their student; e.g., Credit Celebrations and District-Wide Events like Hispanic Heritage Month.

Root Cause 7: Parents of our students are often hourly workers/daily laborers. They cannot afford to miss time during the work day. In addition, there have been challenges related to

language barriers.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Teachers have reduced access to peers of the same subject or specialty to discuss content-specific instructional resources and approaches.

Root Cause 8: There is only one teacher per subject matter at REACH High School.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There was a drop in English II EOC scores comparing 2023 and 2024 results, 25% for Meets.

Root Cause 9: Students have below grade-level reading proficiency resulting in students not testing at the Masters performance level.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Although there have been gains, students enrolled at REACH High School have limited access to a full menu of course options that support CCMR growth.

Root Cause 10: Course offerings that support CCMR development have not been made accessible to REACH students because of scheduling, operational, and personnel challenges at REACH High School.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score on STAAR EOC assessments in 2024.

Root Cause 11: The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: In 2023-2024, Algebra I EOC scores decreased from 66% to 50% for Approaches and Meets from 33% to 0%.

Root Cause 12: Based on the open enrollment process and urgency to re-teach content, instructional priorities were geared toward lower-performing students.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: In 2023-2024, although there was an increase in U.S. History EOC scores from 89% to 91% for Approaches, students still fell short by 51% of meeting the district's goal of 60% at Meets.

Root Cause 13: The cause of this problem is rooted in enrollment date into REACH High School and literacy proficiency of students at the start of their high school careers causing learners to struggle on questions that require higher-level of literacy and formulating short or extended constructed responses.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR).

Root Cause 14: Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: 96% of high school students did not score at or above the college level on SAT, ACT, or TSIA.

Root Cause 15: Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: Student attendance has dropped below the 95% budget threshold.

Root Cause 16: Parents do not understand the importance of regular school attendance.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: Lack of exposure to post-secondary learning institutions, colleges, universities, and trade schools despite encouraging students to explore opportunities after high school. Historically, events and/or trips related to post-graduation opportunities, have been minimal; i.e., less than 5 events annually over the past school year.

Root Cause 17: Staff bandwidth to help explore, plan, and experience post-secondary school field trips.

Problem Statement 17 Areas: Demographics

Problem Statement 18: In 2023-2024, Biology EOC scores dropped 29% in Meets.

Root Cause 18: The instructional approach remains laser-focused on students who require interventions to address gaps that will have them achieve at Meets based on the performance levels students have upon enrollment.

Problem Statement 18 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, and Instructional Pedagogy

Performance Objective 1: REACH High School will increase in the overall "Meets" performance level to 60% on the 2025 A-F Accountability Ratings.

High Priority

- Evaluation Data Sources:** STAAR EOC Data
- Quarterly Benchmarks
- Common Formative Assessments
- Checks for Understanding
- MAP Testing Results
- Student Work Products

Strategy 1 Details	Reviews			
<p>Strategy 1: Ongoing professional learning and support offered by campus leadership and the Teaching, Learning, and Innovation Team to focus on creating learning experiences that provide opportunities for students to enhance their skills to complete rigorous, TEKS-aligned tasks.</p> <p>Strategy's Expected Result/Impact: Targeted MTSS implementation MAP and District Testing Results</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, Campus Principal, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 4, 5</p> <p>Funding Sources: Materials and resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The district and campus will provide TEKS-aligned online resources including, but not limited to IXL and writeable, materials, and professional learning for hands-on activities that are adaptable for REACH High School's campus.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance in the core subjects.</p> <p>Staff Responsible for Monitoring: TLI Content Coordinator, Instructional Coaches, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Materials and Resources - 410- IMA, Materials and Resources - 211 - Title I, Part A, Materials and Resources - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The TLI Coordinators/Specialists will support the REACH teachers in creating and monitoring Checks for Understanding to ensure students are able to transfer knowledge from classroom activities to STAAR formatted questions.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and students' performance on all STAAR tests</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Campus Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 100% of REACH teachers will Implement the Lesson Internalization Framework.</p> <p>Strategy's Expected Result/Impact: More targeted lesson, improved Tier 1 instruction, increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score on STAAR EOC assessments in 2024. **Root Cause:** The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 3: On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.

Problem Statement 4: There was a drop in English II EOC scores comparing 2023 and 2024 results, 25% for Meets. **Root Cause:** Students have below grade-level reading proficiency resulting in students not testing at the Masters performance level.

Problem Statement 5: In 2023-2024, Algebra I EOC scores decreased from 66% to 50% for Approaches and Meets from 33% to 0%. **Root Cause:** Based on the open enrollment process and urgency to re-teach content, instructional priorities were geared toward lower-performing students.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, and Instructional Pedagogy

Performance Objective 2: REACH High School will increase to 85% in Student Growth on the 2025 A-F Accountability Ratings.

High Priority

Evaluation Data Sources: STAAR EOC data, Common Assessments, Benchmarks, Formative Assessments, Student Artifacts, and Student Portfolios.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Algebra EOC and Biology EOC classes will meet three and two times per week respectively. In doing so, student learning will strategically follow the pacing calendar with an intensified focus on essential TEKS standards.</p> <p>Strategy's Expected Result/Impact: The gaps in student learning will close resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Teacher, Campus Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will meet with the teacher regularly to analyze performance data as well as co-design a personalized plan for success.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on Meets and Masters on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Campus Principal, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Materials and Resources - 199 - General Fund, Materials and Resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will experience instruction that is grounded in content language acquisition through frequent interaction with vocabulary that has historically been embedded in state STAAR exams.</p> <p>Strategy's Expected Result/Impact: Scores on assessments will increase as students understand questions at a deeper level resulting in achievement captured in positive rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Campus Principal, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Vocabulary materials and resources - 199 - General Fund, Vocabulary materials and resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score on STAAR EOC assessments in 2024. Root Cause: The majority of resources and time are focused on students who require intervention rather than advancement.</p> <p>Problem Statement 2: In 2023-2024, Biology EOC scores dropped 29% in Meets. Root Cause: The instructional approach remains laser-focused on students who require interventions to address gaps that will have them achieve at Meets based on the performance levels students have upon enrollment.</p> <p>Problem Statement 6: In 2023-2024, although there was an increase in U.S. History EOC scores from 89% to 91% for Approaches, students still fell short by 51% of meeting the district's goal of 60% at Meets. Root Cause: The cause of this problem is rooted in enrollment date into REACH High School and literacy proficiency of students at the start of their high school careers causing learners to struggle on questions that require higher-level of literacy and formulating short or extended constructed responses.</p>





Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, and Instructional Pedagogy

Performance Objective 3: REACH High School will meet 95% of the indicators in Closing the Gaps for its students.

High Priority

Evaluation Data Sources: STAAR EOC data, Common Assessments, Benchmarks, Formative Assessments, Student Artifacts, and Student Portfolios.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each nine weeks, teachers will gather and analyze data from Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding to develop/revise targeted action plans to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on Meets and Masters on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Campus Principal, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Using Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding, the teachers and students will identify individual strengths and weaknesses in highly tested TEKS and create individualized action plans.</p> <p>Strategy's Expected Result/Impact: Students will receive focused instruction resulting in an increased success rate on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will meet with teachers, regularly to analyze data, and generate a plan for success that is defined by acquiring high school credits leading to graduation.</p> <p>Strategy's Expected Result/Impact: Students will strengthen their overall reading and writing skills resulting in an increased success rate on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will routinely read and analyze texts in EOC classes for purpose, organization, main idea, supporting details, and inference.</p> <p>Strategy's Expected Result/Impact: Increased Lexile reading scores resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Principal, Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.5%. Root Cause: Economically Disadvantaged students feel pressured to prioritize work and economic gain over high school graduation. The immediate need for survival supersedes the long-term advantages of a high school diploma.</p>

Student Learning

Problem Statement 1: Students perform at low-performance percentages across all STAAR EOC exams at Meets and Masters. For example, outside of STAAR U.S. History EOC, no students achieved a Masters performance score on STAAR EOC assessments in 2024. **Root Cause:** The majority of resources and time are focused on students who require intervention rather than advancement.

Problem Statement 3: On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.

Problem Statement 4: There was a drop in English II EOC scores comparing 2023 and 2024 results, 25% for Meets. **Root Cause:** Students have below grade-level reading proficiency resulting in students not testing at the Masters performance level.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, and Instructional Pedagogy

Performance Objective 4: REACH High School, for a 4-year graduation rate, will work to increase its percentage from 97.3% to 97.4%.





High Priority

Evaluation Data Sources: STAAR EOC data, Common Assessments, Benchmarks, Formative Assessments, Student Artifacts, and Student Portfolios

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will meet with the teacher regularly and on an individual basis, to analyze data, generate a plan for success, and monitor progress.</p> <p>Strategy's Expected Result/Impact: Students will receive focused instruction resulting in an increased success rate on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be offered a goal-oriented graduation plan which includes a timeline requiring students to work independently through strategic means; e.g., engaging in school work during evenings and weekends to meet their goals.</p> <p>Strategy's Expected Result/Impact: Students completing classes quicker and graduating on time.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: A student tracker will be maintained, daily, that includes classes currently enrolled, classes needed, classes completed, current credits, cohort, EOC status, special pops, post secondary plans, and graduation completion goal.</p> <p>Strategy's Expected Result/Impact: Students graduate within 4-year cohort resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The principal will conduct individualized goals and strategies conferences with students to monitor attendance and graduation goals as needed but at a minimum three times per year.</p> <p>Strategy's Expected Result/Impact: A concrete plan in place to assist in graduating within 4-years resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Student-led meetings comprised of student/parent/teacher will be held at least once per year.</p> <p>Strategy's Expected Result/Impact: Strengthen the partnership between student/parent/teacher by student sharing progress and goals toward graduation.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored on an on-going basis.</p> <p>Strategy's Expected Result/Impact: The drop-out rate at REACH will continue to be 0%</p> <p>Staff Responsible for Monitoring: Campus Principal, Management Information Systems Coordinator, Lead Attendance Officer, Student Advocate Specialist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Qualifying students will be allowed to meet with an Individual Graduation Committee (IGC) after attempting each EOC test at least once in order to free their schedule from EOC assistance classes allowing more time to finish required classes and graduate with their cohort.</p> <p>Strategy's Expected Result/Impact: Students will be able to graduate with 4-year cohort</p> <p>Staff Responsible for Monitoring: Campus Principal, District Assessment Coordinator, Advanced Academics Coordinator</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The campus principal and assistant principal will conduct data walks each week and provide bite sized actionable feedback for teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to receive feedback on student learning.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.5%. Root Cause: Economically Disadvantaged students feel pressured to prioritize work and economic gain over high school graduation. The immediate need for survival supersedes the long-term advantages of a high school diploma.</p>
Perceptions
<p>Problem Statement 1: Anemic turnout-less than 5% attendance-to events that families are encouraged to attend in support of their student; e.g., Credit Celebrations and District-Wide Events like Hispanic Heritage Month. Root Cause: Parents of our students are often hourly workers/daily laborers. They cannot afford to miss time during the work day. In addition, there have been challenges related to language barriers.</p>

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, and Instructional Pedagogy





Performance Objective 5: REACH High School will increase CCMR percentages from 70% to 80% on the 2025 A-F Accountability Ratings.

High Priority

HB3 Goal

Evaluation Data Sources: A-F Accountability Data, Cohort Data Tracking System

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus principal will utilize a cohort data tracking system to monitor CCMR measures met by individual students.</p> <p>Strategy's Expected Result/Impact: Students receive support and assistance with CCMR opportunities.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus principal will assist each student with post-secondary goals, via multiple meetings, to assure students have all the resources needed to meet their goals.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR attainment, as well as post-secondary enrollment and completion.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus principal will maintain credentials in order to test students for the TSIA2 to offer multiple testing opportunities for juniors and seniors.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR measures on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Prior to graduation, the campus principal will administer the TSIA2, multiple times if needed, in addition to assisting each student with college applications, scholarships, and financial aid.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR attainment, as well as post-secondary enrollment and completion.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All students will complete the Texas College Bridge Math and Reading courses and will be offered multiple on-campus opportunities to take the TSIA2, SAT, and PSAT.</p> <p>Strategy's Expected Result/Impact: Increase in students who meet the CCMR requirement.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: During advisory, guest speakers from the military, colleges, trade schools, career exploration, post graduation mentors, and other CCMR resources, will present to students the benefits and information regarding their institute or program.</p> <p>Strategy's Expected Result/Impact: Increase in students' post graduation success.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 7: 96% of high school students did not score at or above the college level on SAT, ACT, or TSIA. Root Cause: Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.</p>





School Processes & Programs

Problem Statement 3: Although there have been gains, students enrolled at REACH High School have limited access to a full menu of course options that support CCMR growth.
Root Cause: Course offerings that support CCMR development have not been made accessible to REACH students because of scheduling, operational, and personnel challenges at REACH High School.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 1: REACH High School will mirror the Castleberry ISD Brand Manual in all of its outreach over the course of the 2024-2025 School Year.

Evaluation Data Sources: Completed campus-based brand manual that is made to school administration and secretary for all communications both internal and external.





Strategy 1 Details	Reviews			
<p>Strategy 1: The principal will use the district's Graphic Design in campus communications. Strategy's Expected Result/Impact: Communication will be placed on branded letterhead and templates. Staff Responsible for Monitoring: Principal, Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure campus documents and communications are branded correctly. Strategy's Expected Result/Impact: This process will ensure that the campus is utilizing the same messaging through branding that is aligned with the greater Castleberry ISD. Staff Responsible for Monitoring: Principal, Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 2: Retain current students and increase transfers through effective communication with all stakeholders, including those in surrounding areas.

Evaluation Data Sources: Enrollment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and distribute information regarding potential transfers from Castleberry H.S. to REACH H.S. via clearly defined steps illustrated on the website as well as in paper pamphlets to help facilitate the application process in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Facilitate the application process through a transparent and clear approach.</p> <p>Staff Responsible for Monitoring: Campus Principal, Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide current students and families with ongoing opportunities to contribute to the improvement of how we do things at REACH High School through open lines of communication and through questionnaires sent home, posted to the newsletter, The Weekly Wrap-Up, or sent to families via email or through Parent Square.</p> <p>Strategy's Expected Result/Impact: Increased sense of validation for families to feel validated and valued members of the REACH Community.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Research possibilities for a flexible schedule for students at REACH to increase student enrollment, completion, and graduation.</p> <p>Strategy's Expected Result/Impact: Increased enrollment Increased percentage of students graduating from REACH Decreased district dropout rate</p> <p>Staff Responsible for Monitoring: Executive Director of Educational leadership, CTE Coordinator, College and Career Advisor, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will be accepted to REACH earlier to allow additional time to catch up to their cohort.</p> <p>Strategy's Expected Result/Impact: Students can get caught up to their cohort in order to graduate within 4-years resulting in a substantial success rating on the A-F Accountability System.</p> <p>Staff Responsible for Monitoring: Counselors, Campus-based Administrators, Advance Learning Coordinator, CTE Coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: A tracking system for CHS students interested in attending REACH will be maintained and shared with the counselors at CHS in order to develop a partnership for student support in meeting the attendance goal to be accepted at REACH.</p> <p>Strategy's Expected Result/Impact: Students will be accepted into REACH in time to catch up with 4-year cohort.</p> <p>Staff Responsible for Monitoring: Counselors, Campus-based Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:





Perceptions
<p>Problem Statement 1: Anemic turnout-less than 5% attendance-to events that families are encouraged to attend in support of their student; e.g., Credit Celebrations and District-Wide Events like Hispanic Heritage Month. Root Cause: Parents of our students are often hourly workers/daily laborers. They cannot afford to miss time during the work day. In addition, there have been challenges related to language barriers.</p>

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 3: Increase the quality of parent and family engagement by ensuring that all engagement events include at minimum 3 of the 4 REAL (Relationships, Experiences, Academic Partnerships & Leadership) engagement criteria.

Evaluation Data Sources: Participation and Attendance at Meetings/Events
 Survey Data
 View on Social Media Feeds and Weekly Newsletter

Strategy 1 Details	Reviews			
<p>Strategy 1: Open house will include relevant guest speakers for families and community members. Strategy's Expected Result/Impact: Families will be more aware of accessibility to resources. Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents/families will be encouraged to attend campus celebrations to recognize the successes of students. Strategy's Expected Result/Impact: Increased partnership with stakeholders Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: REACH will provide non-traditional avenues for parents and families to engage in campus activities. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Campus Principal Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The campus principal will provide information to parents regarding requirements of state assessments and how to support student learning at home. Strategy's Expected Result/Impact: Increased parental support Staff Responsible for Monitoring: Campus Principal Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Anemic turnout-less than 5% attendance-to events that families are encouraged to attend in support of their student; e.g., Credit Celebrations and District-Wide Events like Hispanic Heritage Month. Root Cause: Parents of our students are often hourly workers/daily laborers. They cannot afford to miss time during the work day. In addition, there have been challenges related to language barriers.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 4: In partnership with REACH's Family Engagement Coordinator, design a Family Engagement Plan to strengthen ties with families.





Evaluation Data Sources: Participation and attendance at school events
View on The Weekly Wrap-Up Newsletter and social media fora
Impact on student attendance, behavior, and achievement

Strategy 1 Details	Reviews			
<p>Strategy 1: Write and disseminate a weekly newsletter through ParentSquare that is translated into the home language.</p> <p>Strategy's Expected Result/Impact: Keeps parents in the know.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategically organize campus-based events that promote celebration and a sense of community.</p> <p>Strategy's Expected Result/Impact: Support the process of building a strong sense of community, cultivating a culture of belonging, and promoting validation of all constituents.</p> <p>Staff Responsible for Monitoring: Campus Principal, Teachers, Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Implement Effective and Efficient Operations

Performance Objective 1: Maximize the school budget as well as systems and structures to support sustainable programs and initiatives that support student growth and achievement yielded by quality teaching.

Evaluation Data Sources: Budget comparison from years past
 Achievement Data
 Graduation Data
 CCMR Data
 CTE Enrollment and Completion

Strategy 1 Details	Reviews			
<p>Strategy 1: Leverage internal approaches as well as implement programs including but not limited to Masteryprep and IXL to help monitor, improve, and communicate student growth.</p> <p>Strategy's Expected Result/Impact: Increased student achievement numbers.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Secretary,</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district and campus will provide TEKS-aligned online resources, materials, and professional learning for all content areas to support student performance and growth.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, Principal</p> <p>Funding Sources: Materials and Resources - 211 - Title I, Part A, Materials and Resources - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Implement Effective and Efficient Operations


Performance Objective 2: Maintain retention efforts at REACH High School to ensure stability for the campus as evidenced by the staff retention rate for the 2025 school year compared to the 2024 school year.


Evaluation Data Sources: TASB Salary Survey
 UEA Turnover Comparison Report
 Retention Analysis
 Forecast5
 TAPR Report
 Campus Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain the current retention rate by identifying opportunities to collect input from staff for for improvement as well as highlight the work and celebrate team members for the work they do each day.</p> <p>Strategy's Expected Result/Impact: Teacher retention and improved attendance rates.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the substitute fill rate with the development and implementation of a substitute plan.</p> <p>Strategy's Expected Result/Impact: Increased substitute fill rate increased teacher retention</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Campus Principal, Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the use of the district data walk form and coaching feedback process to provide teachers with bite sized, high leverage, actionable feedback that can be applied quickly in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased teacher growth Increased teacher retention rate</p> <p>Staff Responsible for Monitoring: Executive Director of Educational leadership Principal Assistant Principal</p> <p>Funding Sources: Training and materials - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 3: Implement Effective and Efficient Operations

Performance Objective 3: Embrace safety and security measures to safeguard the campus and learning environment.

High Priority

Evaluation Data Sources: Weekly Door Sweeps
 Internal and External Safety Audits (Texas School Safety Center)
 Campus Drill Evaluation Forms





Strategy 1 Details	Reviews			
<p>Strategy 1: The implementation of a Safe and Secure Committee at REACH, will conduct threat assessments by assessing and reporting individuals who make threats of violence or exhibit harmful, threatening or violent behavior, to determine the level of risk and appropriate intervention.</p> <p>Strategy's Expected Result/Impact: Creates a safer environment for the campus</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus principal will schedule, implement, review and evaluate all campus drills and safety equipment.</p> <p>Strategy's Expected Result/Impact: Reinforces safety for the campus</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: For the safety of all, an intercom system will be used to announce and conclude drills so that the building receives the same message and guidance.</p> <p>Strategy's Expected Result/Impact: Safety assistance for staff/students.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement, and assess campus safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff.</p> <p>Strategy's Expected Result/Impact: Increased student and staff safety</p> <p>Staff Responsible for Monitoring: District Security Personnel, Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Implement Effective and Efficient Operations

Performance Objective 4: Leverage a campus-based School Behavioral Threat Assessment Team that conducts behavioral threat assessments to ensure the well-being and safety of students are addressed and student well-being is at each campus of the district.

Evaluation Data Sources: Threat Assessment Reports in Skyward

Strategy 1 Details	Reviews			
<p>Strategy 1: Formulate a threat-assessment team to ensure that students in need of immediate care and action are served with immediacy and urgency.</p> <p>Strategy's Expected Result/Impact: Immediate support and care are offered to students to address potential concerns.</p> <p>Staff Responsible for Monitoring: School Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Leverage a crisis counselor for preventative measures and a communication system in place with a counselor when a student crisis arises.</p> <p>Strategy's Expected Result/Impact: Confidential communication with appropriate parties with sensitive information for education purposes.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2	Materials and Resources		\$0.00
1	2	3	Vocabulary materials and resources		\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	7			\$0.00
1	4	8			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
3	1	2	Materials and Resources		\$0.00
3	2	3	Training and materials		\$0.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and resources		\$0.00
1	1	2	Materials and Resources		\$0.00
1	2	2	Materials and Resources		\$0.00
1	2	3	Vocabulary materials and resources		\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
3	1	2	Materials and Resources		\$0.00
Sub-Total					\$0.00
410- IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials and Resources		\$0.00
Sub-Total					\$0.00
Federal Funds: ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials and Resources		\$0.00
Sub-Total					\$0.00